

Readers Workshop Unit of Study
10th Grade – Informational Reading



Analytical Reading of Foundational US Documents, Speeches, and Multi-media Accounts: Central Ideas, Related Themes, and Concepts

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Preface

The following unit supports and aligns to the Common Core State Standards. This research-based work is the outcome of a collective effort made by numerous secondary teachers from around the state of Michigan. Michigan Association of Intermediate School Administrators (MAISA) initiated a statewide collaborative project, bringing together educators from around the state to create and refine a K-12 English Language Arts model curriculum. The Independent Reading unit is situated as the opening reading unit of study within a yearlong sequence of reading units. The unit emphasizes students' recognizing reading comprehension, reader independence, and reader identity. The foundation of a reading identity and strategies to engage with text scaffold readers into the complexities of subsequent reading units that are focused deeply within the three main types of writing. Each unit within the MAISA yearlong model curriculum presents a string of teaching points that scaffold and spiral the content and skills. Units of study are structured to be student-centered rather than teacher-driven. Sessions emphasize student engagement and strive to simultaneously increase critical thinking and writing skills. Sessions are designed as a series of mini-lessons that allow time to read, practice, respond, and conference. Through summative and formative assessments specific to each unit, students will progress toward becoming independent thinkers and readers.

Significant input and feedback was gathered both in the initial conceptualizing of the unit and later revisions. Teachers from around the state piloted and/or reviewed the unit; their feedback and student artifacts helped in the revision process. Special thanks go to lead unit writers Linda Denstaedt, Leah Barnett, and Laura Mahler, who closely studied the CCSS, translated the standards into curriculum and practice, and revised with a close eye to classroom teacher feedback. Throughout the yearlong collaborative project, teachers who are reviewing units are finding how students' habits of mind have shifted from task-oriented to big-picture thinking, utilizing a critical literacy lens.

Informational Reading Learning Progressions Grades 6-8			
	6th	7th	8th
Analyzing Genre: Craft and Structure	<ul style="list-style-type: none"> Analyze the difference between narrative and informational text Analyze how informational-text features organize the elaboration of key ideas Analyze an author's shifts in structure while elaborating an idea 	<ul style="list-style-type: none"> Understand that authors present information in a variety of ways Locate specific information, and read to gather information Read purposely to explore new and unfamiliar concepts Build background knowledge about new topics 	<ul style="list-style-type: none"> Analyze the different structures of informational text Determine a central idea of a text, while analyzing its development over the course of the piece Provide an objective summary of the text Analyze how a text makes connections and distinctions between individuals, ideas or events
Developing Strategies for Close Reading: Key Ideas and Details	<ul style="list-style-type: none"> Determine a central idea and how it is developed Determine what is important Summarize a central idea Determine the meanings of specific words Determine an author's purpose and how it is conveyed 	<ul style="list-style-type: none"> Make connections to what they know and new information Use strategies to decode context of words they don't understand using clues in text Use effective strategies to navigate different structures of informational text 	<ul style="list-style-type: none"> Determine an author's point of view or purpose in a text Analyze what an author has explicitly said and what is implied in the text Evaluate textual evidence as it relates to the author's claim and determine supporting ideas Analyze how the author acknowledges and responds to conflicting evidence or viewpoints
Interacting with Multiple Texts: Integration of Knowledge and Ideas	<ul style="list-style-type: none"> Compare two authors' presentations of ideas 	<ul style="list-style-type: none"> Evaluate details and assess if they are relevant and support the central idea Examine one or more central idea and be able to provide a summary of the text using an author's presented evidence Analyze how two different authors advance their evidence to support the central idea in informational text 	<ul style="list-style-type: none"> Evaluate the different forms of informational text: i.e. print, digital, multimedia Analyze two or more texts on the same topic

Informational Reading Learning Progressions Grades 9-12				
	9th Grade Informational Text Structures and Features	10th Grade Core Democratic Values	11th Grade Bill of Rights	12th Grade Social Issues
Focus Range of Text Complexity to Increase Rigor	Current Events Magazine and news print texts	United States History Poetry, song, speech (video), photography, print article, digital website text, political cartoon and poster, U.S. foundational documents: speech (audio & print) and letters	Comparative View of Rights in America (Poetry, song), educational video, print text, graphs and charts, contemporary speech/transcripts, foundational legal documents, including <i>The Bill of Rights</i>	American and Global Social Issues Educational video, photographs, print text, infographics, foundational speech/transcripts, websites, poetry, and memoir
Developing Strategies for Close Reading: Key Ideas and Details	<ul style="list-style-type: none"> Develop a multi-draft reading process for a range of current-event articles: magazine and news Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text Determine a central idea or multiple central ideas of a text. Analyze how the author uses text structure and text features to shape and refine specific details; provide an objective summary 	<ul style="list-style-type: none"> Develop a multi-draft reading process for a range of informational texts: audio speech, print, cartoons/posters, and letters Cite strong and thorough textual evidence to support analysis of history, political views, statements (position of America) and foundational (Constitutional) knowledge Determine a central idea or multiple central ideas in sophisticated foundational documents Analyze development of multiple central ideas over the course of the text, including how they emerge and are shaped and refined by specific details Provide an objective summary of parts of a text to analyze how multiple ideas emerge and connect 	<ul style="list-style-type: none"> Develop a multi-draft reading process for a range of informational texts: educational videos, print text, graphs and charts, speeches/transcripts, foundational legal documents Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text Determine a central idea or multiple central ideas in sophisticated foundational documents Analyze development of multiple central ideas over the course of the text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the text 	<ul style="list-style-type: none"> Develop a multi-draft reading process for a range of informational texts: educational videos, photographs, print texts, infographics, memoirs, poetry, and foundational speeches/transcripts Cite strong and thorough textual evidence to support analysis of history, political views, statements (position of America) and foundational knowledge Determine a central idea or multiple central ideas in sophisticated foundational documents Analyze development of multiple central ideas over the course of the text, including how they emerge and are shaped and refined by specific details Provide an objective summary of parts of a text to analyze how multiple ideas emerge and connect.
Analyzing Genre: Craft and Structure	<ul style="list-style-type: none"> Identify and analyze types of structural organization Identify and analyze types of text features Identify, analyze, and evaluate the impact and effectiveness of these authoring decisions on meaning and author intent/central idea in current print media Write an objective summary of parts of a text to identify the 	<ul style="list-style-type: none"> Identify craft decisions that impact meaning and author intent/central idea: diction, academic, or historically relevant vocabulary Identify details that create historical or factual context and develop and shape the central idea Interpret words and phrases as they are used in a text or historical context and analyze how specific word choices shape meaning or tone to create audience response 	<ul style="list-style-type: none"> Identify craft and structural decisions that impact meaning and author intent/central idea: diction, academic, legal, or historically relevant vocabulary. Identify details that create historical or factual context that impact diction, identification of key details, and a central idea Interpret words and phrases as they are used in a text or historical context and analyze how specific word choices 	<ul style="list-style-type: none"> Identify craft decisions that impact meaning and author intent/central idea: diction, academic, or historically relevant vocabulary. Identify details that create historical or factual context and develop and shape the central idea Interpret words and phrases as they are used in a text or historical context and analyze how specific word choices shape meaning or tone to create audience response

	<p>function of the part and its relationship to other parts of the text</p> <ul style="list-style-type: none"> Identify and analyze diction for bias 	<ul style="list-style-type: none"> Develop strategies to accumulate a text in parts (chunks) that connect to make a key point, set historical background, develop or support a statement on the position of the United States or political/social claim Write an objective summary of parts of a text to identify the function of the part and its relationship to other parts of the text Assess how point of view or purpose shape the content and style of a text 	<p>shape meaning or tone to create audience response</p> <ul style="list-style-type: none"> Develop strategies to accumulate a text in parts (chunks) that connect to make a key point Write an objective summary to identify the function of the part and its relationship to other parts of the text Assess how the rhetorical features affect the content and style of a text Consider various points of view on a subject and how those alternate views contribute to forming a position on the topic 	<ul style="list-style-type: none"> Develop strategies to accumulate a text in parts (chunks) that connect to make a key point, set historical background, or develop or support a statement on the position of the United States, other country, or political/social claim Write an objective summary of parts of a text to identify the function of the part and its relationship to other parts of the text Assess how point of view or purpose shapes the content and style of a text
<p>Interacting with Multiple Texts: Integration of Knowledge and Ideas</p>	<ul style="list-style-type: none"> Gather relevant information from multiple sources Create a works-cited page to provide proper documentation Apply knowledge of text structures, text features, genre, and bias to examine how ideas and events can be conveyed differently by different authors and publications 	<ul style="list-style-type: none"> Connect the themes in literature to historical events and foundational concepts and beliefs established by the Constitution and other foundational documents Through analysis of paired foundational documents of historical or literary significance, identify the relationship between the documents and the influences they still hold for Americans or writers/readers of today's social and political events Through analysis of paired foundational documents and a range of informational texts, identify a topic/idea to research and extend current thinking about the themes and concepts in the foundational documents 	<ul style="list-style-type: none"> Through analysis of a foundational document of legal significance and a contemporary political speech, identify the relationship between the document and the influences it still holds for Americans or writers/readers of the world today Through analysis of <i>The Bill of Rights</i> and a range of informational texts, including a contemporary political speech, identify a topic/idea to research and extend current thinking about the themes and purposes of the foundational document Consider individuals' responsibilities to protect rights 	<ul style="list-style-type: none"> Connect the themes in literature to current social issues, historical events and beliefs established by foundational documents Through analysis of paired foundational documents of historical or literary significance, identify the relationship between the documents and the influences they still hold for global citizens or writers/readers of today's world Through analysis of paired foundational documents and a range of informational texts, identify a topic/idea to research and extend current thinking about the themes and concepts in the foundational documents

Readers Workshop Unit of Study

10th Grade – Informational Reading

Abstract

WHAT IS AN INFORMATIONAL READING UNIT?

In an informational reading unit, students engage in a personal inquiry related to an overarching theme (e.g. Core democratic values, individual rights, or social issues), building research and reading skills and strategies. Their research develops an informed view that will be the starting point for the informational writing unit that follows.

ASSESSMENT

Assessment will include both formative and summative tasks that students create across the unit to provide a range of evidence of their growth.

FORMATIVE ASSESSMENTS: Growth of students as readers will be assessed in three ways: 1) Annotated readings and multi-draft reading handouts; 2) exit slips; and 3) annotated text pairings. Students will begin the unit reflecting upon their skills as readers. Periodically, they will stop and write brief metacognitive reflections on changes in their reading strategy use and the impact on comprehension.

SUMMATIVE ASSESSMENTS: Students will write a metacognitive reflection about their developing skills, and theme knowledge from the unit. They identify their growth in their ability to read informational texts and make connections. They also narrow their lists of possible topic choices for the writing unit that follows.

STUDENT OUTCOMES

The 9th grade unit focuses on text features and structures in informational texts that lead them to the informational writing unit that follows.

The 10th grade unit focuses on multi-draft reading of a variety of informational texts (video, graphics, print, online texts) and connected literature relating to Core democratic values and protest or civil disobedience.

The 11th grade unit focuses on multi-draft reading of a variety of informational texts (video, graphics, print, online texts) and connected literature relating to American rights.

The 12th Grade Unit focuses on the multi-draft reading of a variety of informational texts (video, graphics, print, online texts) and connected literature relating to social problems.

The essential questions for this unit are similar to each other in that they ask students to identify:

- How do the texts I am reading relate to the overarching theme?
- How are these issues I am encountering personally relevant?
- What is the historical context of this issue?
- How does this issue connect to foundational documents?
- How are foundational documents, informational texts, and literature connected?
- How do I read difficult historical texts?

Students practice reading a variety of sub-genres related to the overarching theme and make connections between the ideas and notice difference between the sub-genres. Multi-draft reading will be taught with each of these sub-genres. Students practice their approach to reading as they are building knowledge about the subject they are studying. They will use this knowledge in the informational writing unit that follows.

TEACHER DECISIONS FOR UNIT IMPLEMENTATION

This unit serves as a single model of an informational reading unit. We recommend that teachers study and understand the intent of the lesson series. The lessons have a purposeful sequence, but it may require that teachers make adjustments in pacing or decisions about extension activities. Please see the resources section for other sources to deepen your understanding of informational reading instruction. Teacher selection of model texts is an important step to be considered before the unit begins.

UNIT ORGANIZATION

The unit weaves three concepts that accelerate informational reading. The concepts are interrelated and recursive rather than

appearing as separate parts of the unit. Students continually reflect on their thinking and interactions with texts and with other readers as they monitor their reading.

The three concepts are:

- Developing strategies for close reading: key ideas and details
- Analyzing genre: craft and structure
- Interacting with multiple texts: integration of knowledge and ideas

The work in this unit is vertically aligned and extends prior learning with the expectation that students can apply the repertoire of decisions taught in previous grades.

Instructional Sequencing, Scaffolding, and Pacing:

Daily pacing of the unit's sessions is based on a 50-minute class period. Individual teacher pacing will change based on duration of the class period, student population, familiarity with content, process, and/or instructional practices.

Instruction scaffolds students through a four-tiered process.

1. **Teaching Point:** Teacher models the strategy, process, skill, or habit of mind using a mentor text written by the teacher, students, and/or published writers or other materials.
2. **Active Engagement:** Students rehearse the writing, thinking and/or critical reading or viewing just modeled by the teacher.
3. **Independent Practice:** Students complete a mini-task independently or in small collaborative groups. During independent practice, the teacher confers with individuals or small groups to assess student performance to differentiate the lesson and task. Teacher may stop the independent practice to adjust the mini-task and/or session teaching point or for planned teaching points that extend or deepen student performance.
4. **Share:** Students share to read, examine, analyze and/or reflect on the range of responses created by other students. Sharing also enables students to self-monitor effective strategy use. The teacher may also share an exemplar to reinforce or enhance the session's teaching point(s) and student enactment.

Standards

CCR Anchor Standards for Reading: Literature	
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10	Read and comprehend complex literary and informational texts independently and proficiently.
CCR Anchor Standards for Reading: Information	
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
6	Assess how point of view or purpose shapes the content and style of a text.
7	Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. [17 th , 18 th , and 19 th Century documents of historical and literary significance]
10	Read and comprehend complex literary and informational texts independently and proficiently.
CCR Anchor Standards for Writing	
2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking and Listening	
1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
Language	
6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Overview of Sessions

Unit Title: Analytical Reading of Foundational U.S. Documents, Speeches, and Multi-media Accounts: Central Ideas, Related Themes, and Concepts

Unit Description (overview):

In the informational reading unit, students will develop skills and strategies to engage in close reading of complex texts to develop analytical skills and strategies while moving from a variety of literature genres to a variety of nonfiction genres including foundational documents from American history, multi-media, and visual texts. As students read and analyze multiple texts, they will build background knowledge about the concept of protest or civil disobedience in a democratic society; they will analyze texts for bias and point of view; they will explore the influence of U.S. foundational documents on writers and readers of literature and informational texts, and they will extend this thinking as they research topics of personal interest. In addition, students will self-monitor the skills, habits, strategies, and processes they use to set goals and reflect on their growth.

Essential Questions:

- How do writers, artists and musicians engage in protest or civil disobedience?
- How can art be an act of protest or civil disobedience?
- How do informational writers, photographers, naturalists, and reporters engage in protest or civil disobedience?
- Where is the line between informing an audience and using publication as a platform for protesting political or social issues?
- How do foundational documents in American history preserve the rights of individuals to engage in protest or civil disobedience?
- What Constitutional rights urge individuals to read, write and act to preserve the rights of all individuals?
- How do individuals, news agencies, artists, and political groups prepare and act within these Constitutional rights?

Pre-Unit Performance Task

Task 1: Reflective Survey Of Reading Skills, Habits, Strategies, and Processes.

Students take a reflective survey to identify their strengths and areas of challenge. This information will establish a baseline of their knowledge about reading and their habits while reading informational texts. This survey is based on the three concepts from the Common Core State Standards:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Students will set goals during the unit and write a reflection at the end of the unit.

Task 2: On-Demand Close Reading

Students will read and annotate a text pair to establish a baseline of their independent habits while reading informational texts. Students will use this pre-unit on-demand reading to set goals during the unit and to reflect on growth after the unit.

1. Readers apply their knowledge of historical and cultural contexts to the reading of literature because literature can be heavily influenced by the time and place in which it was written.
2. Readers of informational text use a multi-draft approach to analyze texts. They pay close attention to craft decisions as they view visual texts.
3. Readers of informational text use a multi-draft approach to analyze texts. They evaluate an author's implied or stated claim(s) and evidence in informational print text.
4. Readers of informational text use a multi-draft approach to analyze texts. They pay close attention to the images and illustrations to evaluate the author's claim(s) and evidence in a graphic text.
5. Readers apply reading and writing strategies and emerging knowledge on a topic.

Mid-Unit Formative Assessment Task

Students apply their analysis skills as they read two texts that represent ideas about or examples of protest or civil disobedience. They write three paragraphs: a summary of each text and a paragraph of response that details their interaction with the texts.

6. 6.1 Readers approach difficult texts various times, each with a different purpose to discover what is meant and how the text influences the reader's views.
6.2 Readers use strategies to study the diction usage in a seminal or foundational text.
7. 7.1 Readers explore a variety of texts to discover interests and gain expertise on a topic.

7.2 Readers evaluate the validity of internet-based texts

8. Students reflect upon their learning about a topic. They make the connections between literature and nonfiction.

Post-Unit Summative Assessment Task

What is the role of protest or civil disobedience in a democratic society?

1. After reading literature, informational texts, and foundational U.S. documents, research a topic of interest. Create an annotated bibliography of texts that informs a reader about protest or civil disobedience.
2. Write a paragraph that defines protest or civil disobedience and answers the question above. Support your discussion with evidence from texts on your bibliography.
3. Write a reflection that answers the following question: Over the course of this unit, how have I changed in my ability to 1) identify key details; 2) analyze craft and structure; and/or 3) integrate knowledge and ideas within or across texts?

[Students will use the prior knowledge gained in this unit to inform their work in the Informational Essay unit that follows. Students will be writing an informational essay to answer the following questions: What is the power of an individual in a democratic society? What is at stake if we forget our American ideals?]

Teaching-Point Alignment with Concepts

Developing strategies for close reading: key ideas and details	Analyzing genre: craft and structure	Applying context: integration of knowledge and ideas
1, 2, 3, 4, 6, 7	2, 3, 4, 6, 7	3, 4, 5, 6, 7, 8

Post-Unit Assessment Rubric

	Highly Proficient	Proficient	Developing	Attempting
Identify central idea	States a complex central idea that addresses multiple meanings intended by the author.	States a relevant central idea.	States a somewhat relevant central idea.	States a central idea.
Cite evidence	Cites multiple specific details that serve as key evidence. Uses language from the text.	Cites 2 specific details. Uses language from the text.	Cites 1-2 details (general information) from text.	States general summary of text.
Explain evidence	Explains evidence by connecting evidence in multiple ways to the central idea.	Explains evidence by connecting evidence to the central idea.	Summarizes evidence or restates central idea.	States general summary of text.
Analyze craft and structure	Names craft or structure used and explains purpose or function.	Names craft or structure used and effect on reader.	Names craft or structure used.	
Integrate knowledge and ideas within and across texts	Connects ideas in two texts through analysis of craft, structure, or historical evidence.	Connects ideas in two texts to identify similarities and differences.	Makes reference to two texts sets.	
Reflective reading process	Always uses strategies before, during and after reading.	Frequently or effectively uses strategies before, during and after reading.	Occasionally uses strategies before, during and after reading.	Infrequently or never uses strategies before, during and after reading

PRE-UNIT ASSESSMENT--INFORMATIONAL READING

Task 1: Pre-Unit Survey of Reading Habits

BEFORE READING INFORMATIONAL TEXTS		Never	Occasionally	Frequently	Regularly
1	I glance at or the text to identify strategies I know and can use to read the text.				
2	I preview the text to identify the topic and think about what I already know about the topic.				
3	I notice the text features (e.g., photos, graphics, title, fonts, captions) to identify how challenging the text will be.				
4.	I notice the text features (e.g., photos, graphics, title, fonts, captions) to predict a possible central idea to set a purpose for reading.				
WHILE READING INFORMATIONAL TEXTS					
5	I notice words that are challenging and I use one or more of the following strategies to manage these words:				
	a. Skip challenging word(s).				
	b. Look up challenging word(s).				
	c. Use the context or look for information to clarify the word(s).				
6	I identify the words that seem important and do one of the following:				
	a. Identify how these important words are connected to my own knowledge or other parts of the text.				
	b. Identify how these words convey the author's tone.				
7	I identify important lines and annotate my thinking about why they are important or how they connect to the topic or the central idea.				
8	I connect information or identify places in the text that make the central idea or purpose clear.				
9	I notice the way the text is structured so that I can do one or more of the following:				
	a. Identify the parts of a text.				
	b. Predict, ask questions, or clarify the function of the part.				
	c. Identify the relationship of the parts to make connections across the text.				
AFTER READING INFORMATIONAL TEXTS					
10	I identify what I already knew and the new ideas, information or thinking that has emerged from reading the text.				
11	I identify how the text has changed				
	a. My view on the topic or the knowledge I have on a topic.				
	b. My understanding of the views of others who think differently from me.				
	c. The habits or process I use to read and think.				
12	I compare or contrast this text with another text I have read.				

PRE-UNIT ASSESSMENT INFORMATIONAL READING

Task 2: Pre-Unit Survey of Reading Habits

Make your reading and thinking habits visible as you read two informational texts. Use any reading/thinking strategies that you know and value. Answer the short-answer questions before and after reading.

TEXT 1 TITLE: _____

BEFORE READING

1. What do you already know about the topic of this text? _____

AFTER READING (If you need more space, use the back of the sheet to complete your answer.)

2. What is the central idea? Cite and explain two details that support your answer. _____

TEXT 2 TITLE: _____

BEFORE READING

1. What do you already know about the topic of this text? _____

AFTER READING (If you need more space, use the back of the sheet to complete your answer.)

2. What is the central idea? Cite and explain two details that support your answer. _____

Pre-Assessment Continuum

	Proficient <i>Student has skills and strategies to engage with informational reading at a sophisticated level.</i>	Developing <i>Student has skills and strategies to engage with informational reading. Support and lesson adjustment will be required.</i>	Attempting <i>Student has skills and strategies to begin to engage with informational reading. One-to-one support and lesson adjustment or re-teaching will be required.</i>
Identify central idea	States a relevant central idea.	States a somewhat relevant central idea.	States a central idea.
Cite evidence	Cites 2 specific details. Use language from the text.	Cites 1-2 details (general information) from text.	States general summary of text.
Explain evidence	Explains evidence by connecting evidence to central idea.	Summarizes evidence or restates central idea.	States general summary of text.
Reflective Reading Process	Frequently or effectively uses strategies before, during and after reading	Occasionally uses strategies before, during and after reading	Infrequently or never uses strategies before, during and after reading

	Session 1																																																							
Concept	Developing Strategies for Close Reading: Key Ideas and Details																																																							
Teaching Points	<p>Readers apply their knowledge of historical and cultural contexts to the reading of literature because literature can be heavily influenced by the time and place in which it was written.</p> <p>Readers analyze and connect history and literature/art to develop a fuller understanding of a protest movement and the methods artists used to expose inequities and play a role in protest or civil disobedience.</p>																																																							
Preparation	Make sure students have completed the pre-unit assessments, which are included before session 1. Select and copy a poem and a song for the mini-lesson and active engagement. Select and copy a poem and a song for the independent practice mini-task. Copy the MY THINKING—OUR THINKING handout, included after this session. It is designed to be front-back on a single sheet of paper.																																																							
Suggested Materials	<p>You can select poems and songs from a single historical period or related to a topic such as war. The poems and songs suggested below all contain political or social commentary about war.</p> <table><tr><th>Author</th><th>Genre</th><th>Historical Period</th><th>Title</th></tr><tr><td>Henry Reed</td><td>Poem</td><td>World War I</td><td>"Naming of Parts"</td></tr><tr><td>Siegfried Sassoon</td><td>Poem</td><td>World War I</td><td>"Base Details"</td></tr><tr><td>e.e. Cummings</td><td>Poem</td><td>World War II</td><td>"next to of course god america i"</td></tr><tr><td>Randall Jarrell</td><td>Poem</td><td>World War II</td><td>"The Death of the Ball Turret Gunner"</td></tr><tr><td>Yusef Komunyakaa</td><td>Poem</td><td>Vietnam</td><td>"A Break from the Bush"</td></tr><tr><td>Margaret Walker</td><td>Poem</td><td>Vietnam</td><td>"Sit-ins"</td></tr><tr><td>John Lennon</td><td>Song</td><td>Vietnam</td><td>"Give Peace a Chance"</td></tr><tr><td>Bruce Springsteen</td><td>Song</td><td>Vietnam</td><td>"War"</td></tr><tr><td>Arlo Guthrie</td><td>Song</td><td>Vietnam</td><td>"Alice's Restaurant Massacre"</td></tr><tr><td>Crosby, Stills, & Nash</td><td>Song</td><td>Vietnam</td><td>"Ohio"</td></tr><tr><td>Creedence Clearwater Revival</td><td>song</td><td>Vietnam</td><td>"Fortunate Son"</td></tr><tr><td>Website</td><td>Songs</td><td>Vietnam</td><td>www.toptenz.net</td></tr></table> <p>If you want to include Black poets from the 60's, consider Dudley Randal, Sonia Sanchez, Nikki Giovanni, Ishmael Reed, and Imiri imamu Baraka.</p> <p>"Ten Most Effective Protest Songs": http://blogs.riverfronttimes.com/rftmusic/2011/07/american_protest_songs_most_effective_fourth_of_july.php</p>				Author	Genre	Historical Period	Title	Henry Reed	Poem	World War I	"Naming of Parts"	Siegfried Sassoon	Poem	World War I	"Base Details"	e.e. Cummings	Poem	World War II	"next to of course god america i"	Randall Jarrell	Poem	World War II	"The Death of the Ball Turret Gunner"	Yusef Komunyakaa	Poem	Vietnam	"A Break from the Bush"	Margaret Walker	Poem	Vietnam	"Sit-ins"	John Lennon	Song	Vietnam	"Give Peace a Chance"	Bruce Springsteen	Song	Vietnam	"War"	Arlo Guthrie	Song	Vietnam	"Alice's Restaurant Massacre"	Crosby, Stills, & Nash	Song	Vietnam	"Ohio"	Creedence Clearwater Revival	song	Vietnam	"Fortunate Son"	Website	Songs	Vietnam	www.toptenz.net
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Active Engagement	<p>Teacher models and thinks aloud: Ask the essential question to establish a collaborative inquiry of several artistic genres: poetry and song writing: How do writers and musicians engage in protest or civil disobedience?</p> <p>Read the poem aloud then think aloud to model a two-draft reading of the text to answer the following four questions. Using an overhead, Smart Board, or doc-cam, use the annotated details in the margin.</p> <p>First-Draft Reading: CIRCLE historical details. Identify details that place the poem in history: historical events, society, and/or culture</p> <p>Second-Draft Reading: Underline words, phrases, or lines that are examples of craft decision (metaphor, simile, repetition, diction, etc.) that define the author's intention to protest. Write a</p>																																																							

	<p>marginal note that briefly states the possible intent/meaning of the words, phrases or lines.</p> <p>Third-Draft Reading: Do two things to examine the structure and identify the possible purpose for these structural decisions.</p> <ul style="list-style-type: none"> • Star and draw an arrow to the line that creates a shift in the focus, place, person, or emotion of the poem. Label the shift and its possible purpose in the margin. • Bracket key or repeated words/lines or a stanza that seems to state or imply the central idea of the poem. Label the idea suggested in these lines or stanza. <p>Use these annotations to explain how the poem is an example of protest or civil disobedience and your reactions (emotional and intellectual) to the poem’s central idea.</p> <p>Teacher Note: <i>Use the same multi-draft reading approach for songs. If you print the words for the song, students can annotate it in the same way as they do poetry.</i></p> <p>Turn and Talk, directions for students: Listen to a protest song(s). Take notes or annotate the song. Then compare your thinking with a partner and identify the historical period, key craft decisions and their purpose, and key shifts or structural decisions and their purpose. Then state the central idea of the song in preparation to share your thinking with the class.</p> <p>Report Out: Discuss the findings of student pairs.</p>
Independent Practice	<p>Mini-task, directions for students: Independently analyze another set of texts. Read a poem and listen to a song. Do a multi-draft reading of the two texts provided to complete the My Thinking side of the MY THINKING—OUR THINKING Handout. Answer the questions that focus on: How do writers, artists and musicians engage in protest or civil disobedience?</p> <p>(You could use Rage Against the Machine’s “Sleep Now in the Fire” (no foul language). Play the song first and have them fill out the 1st draft reading notes. Then show the video and they have more context to understand the theme. Bonus: the video shoot itself was an act of protest or civil disobedience.)</p> <p>Mid-Workshop Shift to Collaborative Inquiry, directions to students: How can art be an act of protest or civil disobedience?</p> <p>Form a group with 2-3 partners. Compare your answers and take notes on the range of thinking in the group. Discuss the questions and determine an answer to each question. Identify an individual to report out for the group.</p>
Share	Whole-Class Discussion/Report Out: Discuss the views of the student groups.
Metacognitive Exit Slip	What literature or music that you have viewed recently could be classified as protest or civil disobedience? Do you agree or disagree with the view of the artist(s)? Explain your answer by providing examples from the text and details from current events.

MY THINKING: Analysis of Literature and Music

What is the intent of the art? Do artists expose injustice or do artists call for protest and civil disobedience?

What do I know about this period in history or the society and culture of that time? Was protest considered appropriate for artists, poets, and musicians at that time?

How do artists engage in protest or civil disobedience?

What craft or structural decisions does the writer use to protest events of that time period or place? Why might the writer choose to be obvious or subtle?

What are your reactions to the poetry or songs? Which one caused the most powerful reaction? How might others react?

Adapted from Rochelle Ramay, Northern California and Kennesaw Mountain Writing Project

OUR THINKING: Analysis of Poetry and Music

Is art required to be beautiful? Can art reveal ugly, shocking, or destructive aspects of life?

Should artists be involved with political or social protest?

How can art be an act of protest or civil disobedience?

What is the most effective art form for protesting?

What are your reactions to poets and musicians who speak out against social problems? State the texts that illustrate your reaction. How might others react to this same text?

Adapted from Rochelle Ramay, Northern California and Kennesaw Mountain Writing Project

Session 2																								
Concept	<ul style="list-style-type: none">Developing Strategies for Close Reading: Key Ideas and DetailsAnalyzing Genre: Craft and Structure																							
Teaching Point	Readers of informational text use a multi-draft approach to analyze texts. They pay close attention to craft decisions as they view visual texts.																							
Preparation	Select a short video text. Select and copy 3-4 additional photographs to create a set for the independent practice mini-task. Copy enough sets of the 3-4 photographs for the number of students in groups in your room. Create small groups for the independent mini-task. Copy the MY THINKING Handout for the TED Talk. It is attached after this session. Copy the MY THINKING—OUR THINKING handout for the independent practice on photography. It is designed to be front-back on a single sheet of paper. It is attached after this session.																							
Suggested Materials	<table><tr><th>Location</th><th>Genre</th><th>Historical Period</th><th>Title or URL</th></tr><tr><td>TED Talks</td><td>Video Speech</td><td>2007</td><td>TED Talk: Alisa Miller: The News about the News Miller criticizes the way news is reported and the impact of that choice on the level of that news individuals around the world receive and their view of the world. This TED Talk might inform students about the validity of the news. Consider having students watch two different channels to see the differences in nightly news. Or read the front page of two different newspapers: USA Today and New York Times or Wall Street Journal, etc.</td></tr><tr><td>TED Talks</td><td>Video Speech</td><td>Current</td><td>TED Talk: Wade Davis: Gorgeous photos of a backyard wilderness worth saving Davis narrates his choice to join a group of Canadian Indians who engaged in civil disobedience to save their sacred wilderness.</td></tr><tr><td>Website</td><td>Photography</td><td>Vietnam</td><td>http://iconicphotos.wordpress.com/tag/vietnam-war/</td></tr><tr><td>Website</td><td>Photography & Posters</td><td>Wars by Decade World War I World War II Vietnam</td><td>http://history1900s.about.com/od/vietnamwar/tp/vietnamwarpictures.htm</td></tr></table>				Location	Genre	Historical Period	Title or URL	TED Talks	Video Speech	2007	TED Talk: Alisa Miller: The News about the News Miller criticizes the way news is reported and the impact of that choice on the level of that news individuals around the world receive and their view of the world. This TED Talk might inform students about the validity of the news. Consider having students watch two different channels to see the differences in nightly news. Or read the front page of two different newspapers: USA Today and New York Times or Wall Street Journal, etc.	TED Talks	Video Speech	Current	TED Talk: Wade Davis: Gorgeous photos of a backyard wilderness worth saving Davis narrates his choice to join a group of Canadian Indians who engaged in civil disobedience to save their sacred wilderness.	Website	Photography	Vietnam	http://iconicphotos.wordpress.com/tag/vietnam-war/	Website	Photography & Posters	Wars by Decade World War I World War II Vietnam	http://history1900s.about.com/od/vietnamwar/tp/vietnamwarpictures.htm
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Essential Question(s)	<ul style="list-style-type: none">How do informational writers, photographers, naturalists, and reporters engage in protest or civil disobedience?Where is the line between informing an audience and using publication as a platform for protesting political or social issues?																							
Active Engagement	<p>Teacher models and thinks aloud: Ask the essential question to establish a collaborative inquiry of several informational genres: speech/video, news reporting, and/or photography. How do informational writers, speakers, and photographers engage in protest or civil disobedience? Listen to the Ted Talk using a Two-Draft Reading Process.</p> <p>First-Draft Reading: Watch the Ted Talk without stopping. Identify the central idea or purpose of the Ted Talk. Point out one or two details that seem especially important or influential.</p> <p>Second-Draft Reading: Answer the four questions that you used to study a text in Session One by watching just one portion of the video/speech and filling in the boxes that provide details that answer the questions. All boxes may not be filled for each section.</p> <p>BEGINNING—Model by thinking aloud and answering the questions.</p> <p>Continue viewing the TED talk section by section. Use the <i>MY THINKING</i> handout for video speeches.</p> <ul style="list-style-type: none">MIDDLE—Partners think aloud together and come to agreement to complete the handout.Report out and answer questions.END—Individuals complete the handout and then share their thinking with a partner. <p>Report out and answer questions.</p>																							

Independent Practice	<p>Mini-task: Independently analyze another set of texts (photography, art or posters). Do a first and second draft reading of the text set provided to complete the graphic organizer on the essential question. Use the MY THINKING handout for photography.</p> <p>Mid-Workshop Shift to Collaborative Inquiry, directions for students: Form a group with 3-4 partners. Compare your answers and take notes on the range of thinking in the group. Use the OUR THINKING side of the Analyze <i>Multiple Texts</i> handout.</p>
Share	<p>Whole-Class Discussion/Report Out: How is a photographer's approach to educating or providing news a protest of political and social issues? Is it protest or civil disobedience or irresponsible?</p> <p>Discuss the views of the student groups.</p>
Metacognitive Exit Slip	<p>What is the responsibility of individuals who publish their art, report on events in the world, and speak to crowds in public presentations? When is protest or civil disobedience responsible? When is protest or civil disobedience irresponsible?</p> <p>Goal Setting: What strategy seems most effective for you as you identify the central idea? What do you do that you want to continue doing? What do you want to change?</p>

MY THINKING: Alisa Miller: “The News about the News”

	Beginning [1-2:10]	Middle [2:10-3:33]	End [3:33-4:26]
What details in the speech indicate a period in history or historical event? Cite the details that describe the period in history or event.			
What do I know about this period in history or the society and culture of that time? What questions do I have?			
How is this speech an example of protest or civil disobedience? What craft or structural decisions does the speaker or photographer use to protest events of that time period or place?			
What are your reactions to the speech? Explain what details in the text(s) caused you to react in these ways			

MY THINKING: Wade Davis: “Gorgeous Photos of a backyard wilderness worth saving”

	Beginning [1—3:05]	Middle [3:05—4:44]	End [4:44—6:35]
What details in the speech indicate a period in history or historical event? Cite the details that describe the period in history or event.			
What do I know about this period in history or the society and culture of that time? What questions do I have?			
How is this speech an example of protest or civil disobedience? What craft or structural decisions does the speaker or photographer use to protest events of that time period or place?			
What are your reactions to the speech? Explain what details in the text(s) caused you to react in these ways.			

MY THINKING: Photography

	Images: Color, Size, Location, Relationship	Words
What details in the photos indicate a period in history or historical event? Cite the details that describe the period in history or event.		
What do I know about this period in history or the society and culture of that time? What questions do I have?		
How is this photography an example of protest or civil disobedience? What craft or structural decisions does the photographer use to protest events of that time period or place?		
What are your reactions to the photography? Explain what details in the text(s) caused you to react in these ways? What might be other reactions to the photography?		

MY THINKING: Analyze Multiple Texts

What details in the speech and/or photos indicate a period in history? Cite the details that describe the period in history.

What do I know about this period in history or the society and culture of that time?

How do informational speakers, reporters, or photographers engage in protest or civil disobedience?

How is this speech or photography an example of protest or civil disobedience?

What are your reactions to the speech or photography? Explain what details in the text(s) caused you to react in these ways.

Adapted from Rochelle Ramay, Northern California and Kennesaw Mountain Writing Project

OUR THINKING: Analyze Multiple Texts

Which text seems to be primarily informing an audience? Which text seems to be primarily protesting?

Why would people protest this event or moment in history? What impact will this protest have on Americans? On our rights and responsibilities as Americans?

What is the line between informing and protesting?

What craft or structural decisions does the speaker or photographer use to protest events of that time period or place?

When is protest more powerful? In images or in words?

Adapted from Rochelle Ramay, Northern California and Kennesaw Mountain Writing Project

	Session 3														
Concept	<ul style="list-style-type: none">Developing Strategies for Close Reading: Key Ideas and DetailsAnalyzing Genre: Craft and StructureInteracting with Multiple Texts: Integration of knowledge and ideas														
Teaching Points	Readers of informational text use a multi-draft approach to analyze texts. They evaluate an author’s implied or stated claim(s) and evidence in informational print text.														
Preparation	<p>Select and copy two texts (news articles, blog posts, website articles/posts) for discussion that will provide an opportunity to define protest or civil disobedience.</p> <ul style="list-style-type: none">Consider two texts on a single topic: civil rights or war protest. Ideally, you will select topics that students will not want to research in Session 7.Or consider current issues in which citizens are engaging in protests and other forms of protest or civil disobedience.Or you may select two texts that have a relationship but are from different periods in history. You may want to select an article on The New Jim Crow and an article on the Occupy Wall Street Movement to create a rich conversation about two areas in which Americans are engaged in non-violent protest.<ul style="list-style-type: none">Some articles are listed below. I recommend that you select articles that represent civil rights issues and/or articles that illustrate examples of Americans engaged in protest or civil disobedience. <p>Or you can research groups, events, and news articles that represent other examples of Americans engaged in protest or civil disobedience either currently or in history.</p> <ul style="list-style-type: none">Lists of political advocacy and lobbying groups that might provide alternate readings for student study. pag.vancouver.wsu.edu/Copy the MY THINKING—Alternate Cornell Notes and Summary handout, which is included after this session.Prepare chart paper and markers for small group analysis.														
Suggested Materials	<table><tr><th>Topic</th><th>Title or URL</th></tr><tr><td>Civil Rights The New Jim Crow</td><td>“Drug Policy as Race Policy: Best Seller Galvanizes the Debate” http://www.nytimes.com/2012/03/07/books/michelle-alexanders-new-jim-crow-raises-drug-law-debates.html?pagewanted=all&_r=0</td></tr><tr><td>Civil Rights The New Jim Crow 2013</td><td>“Civil Rights Lawyer Explains the New Jim Crow” http://yaledailynews.com/blog/2013/02/26/civil-rights-lawyer-explains-the-new-jim-crow/</td></tr><tr><td>Occupy Wall Street</td><td>“International Manifesto: May Manifesto” http://occupywallst.org/article/international-assembly-globay-may/</td></tr><tr><td>Viet Nam War Protest</td><td>“Immolation of Quang Duc” Shocking photos and short article about Buddhists Monk who incinerated himself to protest the genocide occurring in Viet Nam. http://iconicphotos.wordpress.com/tag/vietnam-war/</td></tr><tr><td>Viet Nam War Protest</td><td>“Kent State Incident” http://www.history.com/topics/vietnam-war-protests</td></tr><tr><td>Occupy Wall Street</td><td>Occupy Wall Street: The Draft Manifesto http://dailycaller.com/2011/10/17/occupy-wall-street-the-draft-manifesto/</td></tr></table>	Topic	Title or URL	Civil Rights The New Jim Crow	“Drug Policy as Race Policy: Best Seller Galvanizes the Debate” http://www.nytimes.com/2012/03/07/books/michelle-alexanders-new-jim-crow-raises-drug-law-debates.html?pagewanted=all&_r=0	Civil Rights The New Jim Crow 2013	“Civil Rights Lawyer Explains the New Jim Crow” http://yaledailynews.com/blog/2013/02/26/civil-rights-lawyer-explains-the-new-jim-crow/	Occupy Wall Street	“International Manifesto: May Manifesto” http://occupywallst.org/article/international-assembly-globay-may/	Viet Nam War Protest	“Immolation of Quang Duc” Shocking photos and short article about Buddhists Monk who incinerated himself to protest the genocide occurring in Viet Nam. http://iconicphotos.wordpress.com/tag/vietnam-war/	Viet Nam War Protest	“Kent State Incident” http://www.history.com/topics/vietnam-war-protests	Occupy Wall Street	Occupy Wall Street: The Draft Manifesto http://dailycaller.com/2011/10/17/occupy-wall-street-the-draft-manifesto/
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Occupy Wall Street	Occupy Wall Street: The Draft Manifesto http://dailycaller.com/2011/10/17/occupy-wall-street-the-draft-manifesto/														
Essential Question(s)/ Lesson Framing Quotes	<ul style="list-style-type: none">How do informational writers engage in protest or civil disobedience?How is their approach to educating a reader responsible to their view and the views of others?How might various readers respond to the same text? <p><i>“A nation that year after year continues to spend more money on military defense than on programs of social uplift is approaching spiritual death.”</i> -Martin Luther King, Jr., 1967</p> <p><i>“If only the war on poverty was a real war, then we would actually be putting money into it.”</i> -Cornel West protest sign at Occupy Wall Street, 2011</p>														

Active Engagement	<p><i>The text choices are complex in their own ways. Read each text 2-3 times.</i></p> <p>Teacher models and thinks aloud: Draft 1: Reading for the gist and central idea.</p> <ol style="list-style-type: none"> 1. Draw arrows to details that that seem important. <p>Label these details by briefly stating what the image or words suggest.</p> <p>Draft 2: Reading to identify key facts and details. Instructions for students:</p> <ol style="list-style-type: none"> 2. Put a star in the margin to indicate that the line contains important information. 3. Label the information to quickly summarize a key fact and/or detail.
Independent Practice And Small Group Work	<p>Independent Reading: Draft 3: Reading to identify the range of reader responses.</p> <ul style="list-style-type: none"> ○ Identify details that a reader might find important based on their point of view. Consider how a point of view can impact what a reader finds important and what a reader might ignore. ○ Circle details that connect to you and your point of view. Consider your life experience and identify facts and details that might suggest how this problem might have an impact on your life or the lives of friends and family members. ○ Draw a square around facts and details that connect to one of the points of view listed on the MY THINKING Group Handout <p>Small Group Analysis: OUR THINKING Small Group Chart (model provided)</p>
Report Out	Compare and Discuss the MY THINKING Charts.
Metacognitive Exit Slip	<p>How do the age, socio-economic status, job, education, political, and/or religious beliefs and other experiences or values impact the way one reads an informational article? How can a reader selectively read an informational text to support a personal view and miss the central idea of the article?</p> <p>Goal Setting: What did you learn about your approach to reading that you will change while reading the second article? How might this change impact your reading, your ideas about the topic, or your group work?</p>
Extension	<p>Independent Reading: Using a 3-draft reading process, read a second print article independently. Complete MY THINKING handout, and do the Small Group Analysis Chart as well.</p> <p>Report Out: Discuss and compare Small Group MY THINKING Charts.</p>

MY THINKING—Alternate Cornell Notes and Summary (*Summarization in Any Subject*, Rick Wormeli)

Main Idea	Evidence from Text

Summary: 5—7 sentences that capture the central idea. Support your thinking with evidence found in the text(s). Reflect and comment on what you learned.

Model of Small Group Chart: Descriptors for the points of view can be altered to meet the range of views your students could imagine.

Model some possible point of view (audience) descriptors based on article and student population. Allow students to create 2 or 3 descriptors.

OUR THINKING: Understanding Informational Texts Through the Lens of the Reader	
<p>Reader Response—Point of View 1: 90-year-old white male; retired, factory worker, Catholic</p> <p>Cite Evidence:</p>	<p>Reader Response—Point of View 2:</p> <p>Cite Evidence:</p>
<div style="border: 2px solid black; border-radius: 25px; padding: 10px; margin: 10px auto; width: 80%;"> <p>Objective 5-7 sentence summary of article.</p> </div>	
<p>Reader Response—Point of View 3:</p> <p>Cite Evidence:</p>	<p>Reader Response—Point of View 4:</p> <p>Cite Evidence:</p>

	Session 4			
Concept	<ul style="list-style-type: none"> Developing Strategies for Close Reading: Key Ideas and Details Analyzing Genre: Craft and Structure Interacting with Multiple Texts: Integration of knowledge and ideas 			
Teaching Point	Readers of informational text use a multi-draft approach to analyze texts. They pay close attention to the images and illustrations to evaluate the author's claim(s) and evidence in a graphic text.			
Preparation	<ul style="list-style-type: none"> Select three political cartoons related to the same topic. Print or create document/copies for overhead, Smart Board, or doc cam. Prepare copies of the selected graphs and charts and the MY THINKING—Alternate Cornell Notes and Summary handout. It is attached after this session. Prepare Chart Paper and markers for small group analysis. 			
Suggested Materials		Location	Genre	Historical Period
		Website	Political Cartoons and Posters	Wars by Decade World War I World War II Vietnam
		Website	Photography, Art & Cartoons	Civil Rights 1950s-60s
				Title or URL http://history1900s.about.com/od/vietnamwar/tp/vietnamwarpictures.htm Greensboro Sit-in February 1, 1960 and other documents from Civil Rights Movement http://americanhistory.si.edu/brown/history/6-legacy/deliberate-speed.html
Essential Question(s)	<ul style="list-style-type: none"> How do informational writers engage in protest or civil disobedience? How is their approach to educating a reader responsible to their view and the views of others? How might various readers respond to the same text? 			
Teaching Point	Readers of informational text use a multi-draft approach to analyze texts. They evaluate an author's implied or stated claim(s) and evidence in informational print text.			
Active Engagement	<p><i>The text choices are complex in their own ways. Read each text 3 times.</i></p> <p>Teacher models and thinks aloud: Draft 1: Notice Images</p> <p>4. Complete the MY THINKING handout by noticing and describing the images in the cartoon or poster.</p> <p>In parentheses, state a possible meaning or purpose for the image.</p> <p>Turn and Talk instructions for students: With a partner, do a Draft-2 reading: Notice Words.</p> <ul style="list-style-type: none"> Complete the MY THINKING handout by noticing the words and listing them in the Words Column. After each word state how it provides historical information, or what information about the historical period it provides. In parentheses, state a possible meaning or purpose for the word(s). 			
Independent Practice	<p>Independent Reading: Reread the cartoon and your notes. Write a summary of the cartoon.</p> <p>Small Group Analysis: OUR THINKING Small Group Chart (model provided)</p>			
Share	Compare and Discuss the charts.			
Metacognitive Write	<p>Reflect on the goal you set at the end of Session 3. (Below) Answer the questions that follow the Goal-Setting Task.</p> <p>Goal Setting: What did you learn about your approach to reading that you will change while reading the cartoon? How might this change impact your reading, your ideas about the topic, or your group work?</p> <p>What goal did you set before you read the cartoons in Session 4? What actions did you take before, during or after reading to achieve that goal? How effective was your approach?</p>			
Extension	<p>Independent Reading: Using a 3-draft reading process, read a second print article independently. Complete MY THINKING handout, and do Small Group Analysis Chart as well.</p> <p>Report Out: Discuss and compare Small Group OUR THINKING Charts.</p>			

MY THINKING—Alternate Cornell Notes and Summary (*Summarization in Any Subject*, Rick Wormeli)

Images: Describe the image (suggest a possible meaning)	Word(s): List words: state historical information the word provides (suggest a possible meaning)

Summary: 5—7 sentences that capture the main ideas and evidence found in the text(s). Reflect and comment on what you learned.

Model of Small Group Chart: Descriptors for the point of views can be altered to meet the range of views your students could imagine.



Model some possible point of view (audience) descriptors based on article and student population. Allow students to create 2 or 3 descriptors.

OUR THINKING: Understanding Informational Texts Through the Lens of the Reader	
<p>Reader Response—Point of View 1: 90-year-old white male; retired, factory worker, Catholic</p> <p>Cite Evidence:</p>	<p>Reader Response—Point of View 2:</p> <p>Cite Evidence:</p>
<div style="border: 2px solid black; border-radius: 25px; padding: 10px; text-align: center;"> <p>Objective 5-7 sentence summary of article.</p> </div>	
<p>Reader Response—Point of View 3:</p> <p>Cite Evidence:</p>	<p>Reader Response—Point of View 4:</p> <p>Cite Evidence:</p>

	Session 5
Concept	Interacting with Multiple Texts: Integration of Knowledge and Ideas
Teaching Point	Readers apply reading and writing strategies and emerging knowledge on a topic.
Preparation	Find two shorter texts that are texts of different sub-genres (i.e. one photograph and one print text) that relate to the concept of protest or civil disobedience. Prepare some method to display the mid-unit assessment prompt, which is described below.
Suggested Materials	Use any of the websites listed in session 2-4 to find additional texts students have not studied. (See Bibliography or Suggested Materials in Sessions 2-4 for websites.)
Essential Question(s)	<ul style="list-style-type: none"> • How do writers, artists and musicians engage in protest or civil disobedience? • How can art be an act of protest or civil disobedience? • How do informational writers, photographers, naturalists, and reporters engage in protest or civil disobedience? • Where is the line between informing an audience and using publication as a platform for protesting political or social issues?
Independent Practice	<p>Mid-unit assessment task: Readers apply reading and writing strategies and emerging knowledge on a topic. Students apply their analysis skills as they read two texts that represent ideas about or examples of protest or civil disobedience. They write three paragraphs: a summary of each text and a paragraph of response that details their interaction with the texts.</p> <p>Distribute texts and the prompt. Prompt: Perform a multi-draft read with your texts. Annotate the texts, applying the strategies you have practiced already in this unit. Next, write a paragraph summarizing each text. Write a third paragraph that extends your thinking by combining two or more of the following ways to interact with text:</p> <ul style="list-style-type: none"> • connections to another text • questions that emerge • historical and/or socio-cultural connections • point of view • writer's craft and/or structural decisions • personal connections <p>Students read and annotate the provided texts.</p>
Assessment	Using the rubric provided, assess students' ability to annotate and make sense of multiple texts.

Informational Reading: MID-UNIT FORMATIVE ASSESSMENT RUBRIC

	Highly Proficient	Proficient	Developing
Annotations and multi-draft read	Annotations reveal a multi-draft approach including: circling words, underlining, and marginal notes. Marginal notes show substantial thinking.	Annotations reveal a multi-draft approach including: circling words, underlining, and marginal notes. Marginal notes show thinking.	Annotations might reveal a single draft approach. Marginal notes are general and unspecific.
Summary	Well-developed paragraphs indicate most main ideas and evidence.	Paragraphs indicate some main ideas and some evidence.	Paragraphs indicate a lack of understanding of the main ideas and/or lack important details from the text.
Extending Thinking	Paragraph 3 demonstrates an extension of thinking by clearly combining two or more ways of interacting with the texts.	Paragraph 3 demonstrates an extension of thinking by combining two ways of interacting with the texts.	Paragraph 3 demonstrates an attempt to extend thinking with one type of interaction with the texts.

Session 6			
Concept	<ul style="list-style-type: none">Developing Strategies for Close Reading: Key Ideas and DetailsAnalyzing Genre: Craft and StructureInteracting with Multiple Texts: Integration of knowledge and ideas		
Teaching Points	6.1 Readers approach difficult texts various times, each with a different purpose to discover what is meant and how the text influences the reader’s views. 6.2 Readers use strategies to decipher the diction usage in a seminal or foundational text.		
Preparation	<ul style="list-style-type: none">Copy primary speech transcripts. Ensure your computer has speakers loud enough to hear the audio. Copies should have right and left margin space for multi-draft reading annotations.Select supplemental texts -- audio, transcription and visual texts. Photography, posters, and art can all be viewed with a projector from the websites listed. Or create a PowerPoint or Prezi of visual texts (optional). <p>Copy MY THINKING and OUR THINKING handouts for this session and the pair readings. They are attached after this session.</p> <p>Extension: Add additional texts to provide deeper conversations about a topic or historical event.</p>		
Suggested Materials			
Location	Genre	Historical Period	Title or URL
Website	Photography, Audio and Transcript Speech	World War II	 PRIMARY PAIRED TEXT Franklin D. Roosevelt “The Four Freedoms Speech” January 6, 1941 http://www.americanrhetoric.com/speeches/fdrthefourfreedoms.htm
Website	Letter	Civil Rights 1950s-60s	 PRIMARY PAIRED TEXT Martin Luther King “Letter from Birmingham Jail” April 16, 1963 http://mlk-kpp01.stanford.edu/index.php/resources/article/annotated_letter_from_birmingham/
Supplemental and/or Historical Background Building Texts—Paired Readings with King’s Letter			
Website	Photography, Art & Cartoons	Civil Rights 1950s-60s	Greensboro Sit-in February 1, 1960 and other documents from Civil Rights Movement http://americanhistory.si.edu/brown/history/6-legacy/deliberate-speed.html
YouTube	Audio Speech	Civil Rights 1950s-60s	You Tube The Ballot or Bullet Speech by Malcolm X Calls for Political Maturity and Engagement by Blacks to Create Change 0-6:50 minutes of 53.37 minutes and/or other clips or full text from the audio at your discretion web?l=dis&o=100000031cr&qsrc=2869&gct=kwd&q=The%20Ballot%20and%20the%20Bullet
Website	Audio and Transcript Speech	Civil Rights 1950s-60s	Martin Luther King “Eulogy for the Martyred Children” Funeral Eulogy for three of four children killed in Alabama church bombing. http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_eulogy_for_the_martyred_children/
Website	High School Essay	Pre-Civil Rights 1944	Martin Luther King “The Negro and the Constitution” April 13, 1944 An essay written by King during his junior year of high school. http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_440500_000/
Essential Question(s)	<ul style="list-style-type: none">How do foundational documents in American history preserve the rights of individuals to engage in protest or civil disobedience?What Constitutional rights urge individuals to read, write and act to preserve the rights of all individuals?How do individuals, news agencies, artists, and political groups prepare and act within these Constitutional rights?		
Active Engagement	<p>Teacher models and thinks aloud: Both foundational documents (Roosevelt’s “Four Freedoms Speech” and King’s “Letter from Birmingham Jail”) are complex in their own ways. Therefore it is recommended that you chunk the text into 3 or more parts for each draft of the reading. These chunks do not have to be the same length. Determine length in several ways: 1) Increase one type of instruction. Some groups will require more modeling and guided practice; other groups may need more paired or independent practice; 2) Break the text in sections that represent the parts of the text or places the writer makes significant moves in subject matter or tone.</p> <p>Annotation Directions for Multi-draft Reading:</p> <p>Draft 1: Reading for the Central Idea and Details in Chunks of the Text.</p> <ul style="list-style-type: none">Listen to the chunk you plan to annotate. As you listen, ask students to highlight words that		

	<p>Roosevelt emphasizes with his voice or with pauses. In audio texts you can hear the audience's response. Ask students to highlight an "A" in the margin to indicate applause and "C" in the margin to indicate cheering.</p> <ul style="list-style-type: none"> • Then re-read the chunk and pause after each paragraph to do the following annotations in the left margin: <ol style="list-style-type: none"> 1. Think aloud to make sense of the purpose of each paragraph to accumulate the text chunks (generally 5-8 paragraphs). Label the type of detail included in each paragraph: <ul style="list-style-type: none"> ▪ History: background knowledge or academic (constitutional) vocabulary connected to history ▪ Current Events ▪ Views: ways of seeing the situation both past and present ▪ Statement: about the state of the union, the current position of America based on the information Roosevelt is providing the Congress ▪ Foundational Knowledge: National policy, Constitutional rights, foundations of a democratic society, American values 2. Identify sentences that connect multiple paragraphs and state a central idea for a chunk of the text. Star and underline these sentences. 3. Write a brief summary of the chunk in the margin. Summary will connect all the paragraphs in the chunk in the margin. 4. Discuss the process and how labeling, connecting, and summarizing the chunk increase reading comprehension of a long and complex historical text. <p>Model this process for 2 chunks.</p> <p>Paired Reading: Continue the process you modeled, allowing students to do the work independently and then compare with a partner at the end of a chunk.</p> <p>Report Out: Discuss the labeling and summaries. Also begin brief conversations on the message Roosevelt is delivering. Connect the speech to the historical time period with focused and brief conversations on background knowledge about World War II.</p>
Independent Practice	<p>Independent Reading: Continue the process you modeled and students used in paired reading work. Now students will work independently and report out without discussing their thinking with a partner.</p> <p>Report Out: Discuss the labeling and summaries. Also continue conversations on the message Roosevelt is delivering. Connect the speech to the historical time period with focused and brief conversations on background knowledge about World War II.</p>
Share	<p>Examine and Analyze Diction (Vocabulary): Discuss the diction in the speech. Make a list of the words students highlighted. If you put the speech into Wordle, you will get a picture of the volume of words used in the text. Or insert the words and phrases students highlighted into a Wordle to identify words emphasized in the speech and identified by audience reaction. Discuss the author's decision to</p> <ul style="list-style-type: none"> • use specific legal, historic diction. • repetition to create emphasis or emotional response. <p>Below is a Word Cloud created by Miller Center at the University of Virginia. Discuss Word Cloud from Miller Center, University of Virginia http://millercenter.org/president/speeches/detail/3320 This is a chart of the words used most frequently in this speech. The larger the word, the more frequently that it was used.</p> <p>act american congress defense democratic free freedom future great life make man must nation</p>

national nations need order **our** peaceprogram security small states strength time today war
will world

Metacognitive Exit Slip	<p>How did a first-draft reading process enable you to engage with and understand the text?</p> <ul style="list-style-type: none"> • Write about one of the following options below. Be specific. Cite details from the text in your response to each item below. • Then set two reading goals you will manage and self-monitor while reading the next text. <p>Options</p> <ol style="list-style-type: none"> 1. Discuss the ways you effectively engaged with a difficult and complex text either while listening to the speech. How did listening, highlighting, and summarizing chunks of the text help you understand Roosevelt’s central idea and purpose? 2. Discuss the ways you identified and labeled the paragraphs in the re-reading and how this labeling supported you to identify the central idea and summarize the chunk. How did this reading process help you understand Roosevelt’s central idea and purpose?
Active Engagement	<p>Draft 2: Reading for the Craft and Structural Decisions Used by the Writer/Speaker. Reread key sections of the speech to study the craft and structural decisions Roosevelt used to engage his audience and to emphasize his key points.</p> <ol style="list-style-type: none"> 1. Craft: Identify examples of the craft Roosevelt uses in this passage as well as other passages. Model your thinking about how the craft creates meaning for the speech in one chunk. Underline the craft and label its purpose in the left margin. <i>Less is more in close readings of craft and structure in long texts. Identify two or three craft decisions that create emphasis and clarity of purpose. FDR uses several decisions (parallelism, repetition, transitional words and phrases, strong verbs, or other craft you identify) to ensure the listener can hear the distinct points he is making as well as hear the shifts in the content of the speech. He also clearly announces the shifts he will make in the speech. His repetition also emphasizes the concern, high need and intention to prepare the country for war.</i> <p>Structure: Using the labels in the left margin, identify the structural organization in one chunk. Name the organizational pattern: list, problem-solution, cause-effect, comparison-contrast, and definition. Create a theory suggesting why this organization pattern is effective and how it strengthens the central idea of the chunk.</p> <p>Paired Work. Using the same process, partners will identify the craft and structural decisions in a second chunk identified by the teacher.</p> <p>Report Out: Discuss the findings of pairs.</p>
Independent Practice	<p>Independent Work. Using the same process, individuals will identify the craft and structural decisions in a third chunk chosen by the student.</p>
Share	<p>Turn and Talk: Partners turn and talk to share and compare their findings.</p> <p>Report Out: Discuss the findings of individuals to draw conclusions about the patterns they are finding in Roosevelt’s craft and structure.</p>
Independent Practice	<p>Draft 3: Reading to define protest or civil disobedience and identify implications for current writers and citizens and to reflect on a personal response. Students reread and review annotations to complete the MY THINKING—Roosevelt’s Four Freedoms Speech.</p>
Small Group Conversation	<p>Turn and Talk in Small Groups: Using your notes gathered during independent practice and completing the handout, discuss the three essential questions below. Elect a recorder and reporter who will share your group’s thinking.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do foundational documents in American History preserve the rights of individuals to engage in protest or civil disobedience? • What Constitutional rights urge individuals to read, write and act to preserve the rights of all individuals? • How do individuals, news agencies, artists, and political groups prepare and act within these Constitutional rights?

Share	<p>Whole Class Discussion on Essential Questions and Student Thinking</p> <ul style="list-style-type: none"> • Ask multiple groups to report their thinking and conclusions from the readings, citing evidence from the readings to support their thinking. • Students and reporters from student small groups use the handout analysis to answer and explore the essential questions.
Metacognitive Exit Slip	<p>How does multi-draft reading support you and challenge you to manage complex texts?</p> <p>Goal Setting: Name two habits you would like to adopt to use when reading the next foundational text. Explain why these habits will enable you to be an effective reader</p>
Extension	<p>PAIRED READING—TEXT 2</p> <p>TEACHER NOTE: <i>Read a second foundational document. In this unit on protest or civil disobedience, “A Letter from Birmingham Jail” is recommended. Follow the same lesson plan to read King’s letter; instruct students how to read in a multi-draft process. King’s text is a letter so identification of academic or crafted language that is part of the genre of letter writing will replace the vocabulary work accomplished while listening to a speech and noticing audience response.</i></p> <p>Do the OUR THINKING—Analyze Multiple Texts to connect the two readings and allow students to draw conclusions and define protest or civil disobedience in a contemporary democratic society. Refer to current artists, musicians, writers, reporters, protesters to prompt thinking for their own research in Session 7.</p>

MY THINKING: Roosevelt's Four Freedoms Speech

What freedoms ensured by foundational documents does Roosevelt name in his speech? How do these freedoms urge individuals to read, write and act to preserve the rights of all individuals?

Cite details in the text that support your answer.

How do foundational documents in American history preserve the rights of individuals to engage in civil disobedience?

What reasons might Roosevelt have to recall American freedoms at this time in history?

Does Roosevelt's Speech from 1943 have an impact on your thinking about the world and/or your democratic rights? What details create your reaction?

MY THINKING: King's Letter from Birmingham Jail

What Constitutional rights does King claim in his letter to critics of his actions?

Cite details in the text that support your answer.

What are the most compelling statements King makes that promote and allow his civil disobedience as a way of acting for all Americans?

What constitutional rights urge individuals to read, write and act to preserve the rights of all individuals?

What historical details about the civil rights movement make Martin Luther King's methods important for Americans to remember?

Does King's Letter from 1960 have an impact on your thinking about the world and/or your democratic rights? What details create your reaction?

	Session 7
Concept	<ul style="list-style-type: none"> Key Ideas and Details Integration of Knowledge and Ideas Interacting with Multiple Texts: Integration of knowledge and ideas
Teaching Point	<p>7.1 Readers explore a variety of texts to discover interests and gain expertise on a topic.</p> <p>7.2 Readers evaluate the validity of internet-based texts.</p>
Preparation	<ul style="list-style-type: none"> Prepare copies of the handout “Judging the Validity of Internet-Based Sources.” It is attached after this session. Prepare copies of the handout “Reading a Range of Texts to Build Knowledge.” It is attached after this session. Arrange to hold your class in a computer lab so that students can navigate through Internet sources during the session. Locate some websites that would be good to examine for the purposes of this lesson. Have a projector available to project the websites for all to see, or make copies of the pages from the website.
Suggested Materials	NOTE: For teachers who have limited access to the Internet or computer labs, you can do this activity with text sets drawn from the Internet. And/or you can do some of the instructional work with an overhead, document camera, or document projector attached to the internet.
Active Engagement	<p>Review the teaching point 7.1: Readers explore a variety of texts to discover interests, gain expertise on a topic.</p> <ul style="list-style-type: none"> Discuss several texts you pulled on a topic that demonstrate articles or websites that you found as you began researching an idea. The range of texts will demonstrate the early work of research, which will help you identify what is interesting, and what ideas might be the focus of continued research. These texts will both focus your research and provide background information to select better and better texts on the subject. Use a valid website or text to demonstrate how the bookmarks will be used to collect information.
Independent Practice	Students read a variety of texts about their chosen topic, being sure to choose texts that are at appropriate reading levels and represent valid sources. They should read from a variety of sub-genres and find several texts that help them to build knowledge. They collect their findings on the “Reading a Range of Texts to Build Knowledge” bookmarks.
Share	<ul style="list-style-type: none"> In small groups, students summarize some of their findings about their chosen topics. They share what kinds of sources were the most helpful. In a class discussion (on the second day, if doing this lesson over a couple days), ask students to share where to find the various types of nonfiction and why they would use each particular type. Record findings on the board.
Active Engagement	<p>Review Teaching Point 7.2: Readers evaluate the validity of internet-based texts.</p> <p>Teacher models and thinks aloud: Explain that not all Internet sources are valid, trustworthy, or well founded. Many cannot be trusted for solid information. Students should always analyze the website to see whether it is a valid resource to use.</p> <ul style="list-style-type: none"> Distribute the handout “Judging the Validity of Internet-Based Sources.” Model the examination of a few websites for validity as the students follow along. Be sure to show one website that is valid and one that does not pass the criteria for validity.
Active Engagement	With a partner, students analyze a self-selected website for validity.
Share	Students could be asked to volunteer to share their findings with the whole class.
Independent Practice	Students surf the web or read the text sets provided. They find a few related websites or texts that they would like to examine for validity. They fill out their handouts for each website. (You could require more or fewer, depending upon time constraints and student familiarity with this type of work.)
Metacognitive Exit Slip	What knowledge about research will enable you to find appropriate and useful information and data on a subject of your choice for this unit of study and for future research projects?
Extension	Students continue reading nonfiction texts about their chosen topic and collecting information

	on the “Reading a Range of Texts to Build Knowledge” bookmarks. They continue to evaluate those texts for their validity.
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**Session 7: Research Bookmark:
Key Points and Interesting Quotes**

Source:

Key points:

Interesting Quote:

**Session 7: Research Bookmark:
Key Points and Interesting Quotes**

Source:

Key points:

Interesting Quote:

Session 7: Judging the Validity of Internet-Based Sources handout* - Model

Name: _____ Subject to study: _____

PART ONE: Research and locate three related websites that you would like to examine for validity. Evaluate each website.

AUTHORITY	Web site title:	Web site title:	Web site title:
	Bibliographic citation:	Bibliographic citation:	Bibliographic citation:
1. Is it clear who is responsible for the contents of this page?	Yes No	Yes No	Yes No
2. Is there a way of verifying the legitimacy of the page's sponsor? (Phone number or postal address to contact for more information?)	Yes No	Yes No	Yes No
3. Are the author's qualifications for writing on this topic clearly stated?	Yes No	Yes No	Yes No

ACCURACY			
1. Is there a bibliography or are there footnotes to show sources of information?	Yes No	Yes No	Yes No
2. Is the information free of grammatical, spelling and other typographical errors?	Yes No	Yes No	Yes No
3. If there are charts and/or graphs containing statistical data, are they clearly labeled and easy to read?	Yes No	Yes No	Yes No

OBJECTIVITY			
1. Is the purpose of the document clearly stated (to inform/explain; to persuade/advocate a position; to sell)?	Yes No	Yes No	Yes No
2. Does the website label the contents as fact or opinion?	Yes No	Yes No	Yes No
3. If there is any advertising on the page, is it clearly differentiated from the informational content?	Yes No	Yes No	Yes No

TIMELINESS			
1. Are there dates on the page to indicate when the page was written and/or last updated?	Yes No	Yes No	Yes No
2. Do graphs, charts, etc. clearly state the date the information was gathered?	Yes No	Yes No	Yes No

*Note: This checklist is adapted from Web Wisdom: How to Evaluate and Create Information Quality on the Web, copyright Jan Alexander and Marsha Ann Tate 1996-1999, and from the Website Validation Form from the Clarkston High School Media Center.

PART TWO: THE BELIEVING AND DOUBTING GAME

After examining the website and answering “yes” or “no” to the checklist items, take a look at how many times you circled “yes,” and how many times you circled “no.” Now play Peter Elbow’s “Believing and Doubting Game.” First pretend that you believe that the website is valid and explain why. Next pretend that you doubt that it is valid and explain why. Compare your responses and then decide whether the website is valid and therefore a trustworthy resource to learn from.

WEBSITE #1: _____

- Why do you believe that website #1 is valid?
- Why do you doubt that website #1 is valid?

- Now that I have considered the validity of this website, *I believe/don’t believe* that website #1 is valid.

Website #2: _____


- Why do you believe that website #1 is valid?
- Why do you doubt that website #1 is valid?

- Now that I have considered the validity of this website, *I believe/don’t believe* that website #1 is valid.

Website #3: _____

- Why do you believe that website #1 is valid?
- Why do you doubt that website #1 is valid?

- Now that I have considered the validity of this website, *I believe/don’t believe* that website #1 is valid.

	Session 8
Concept	Interacting with Multiple Texts: Integration of knowledge and ideas
Teaching Point	Readers reflect upon their learning about a topic. They make the connections between literature and nonfiction.
Preparation	<ul style="list-style-type: none"> Secure access to a projector, butcher paper, or other way to chart your thinking that students can all see. Prepare ahead of time to fill in several examples on the Venn diagram used in the active engagement. Prepare copies of the post-unit assessment task, which is included after this session. Prepare copies of the assessment task's rubric, which is included after this session. Prepare copies of the annotated bibliography template, which is included after this session.
Suggested Materials	Optional: Sticky notes could be used to have students record their connections between texts and then transfer them to the organizational document.
Essential Question(s)/ Lesson Framing Quotes	<ul style="list-style-type: none"> What Constitutional rights urge individuals to read, write and act to preserve the rights of all individuals? How do individuals, news agencies, artists, and political groups prepare and act within these Constitutional rights?
Active Engagement	<p>Teacher models and thinks aloud: Model your thinking as you begin filling out a Venn Diagram (or any other organizational tool of your choosing). Make as many overlapping circles as needed. Label it with three (or more) of the texts that you have read, making sure that there is a mixture of informational genres. Model your thinking as you insert a few examples on the diagram and answer the following questions: What do these texts have in common? How do they differ?</p>  <p>Have students work in pairs to find at least one more example to insert into the diagram.</p>
Independent Practice	<p>Students work independently to find as many more examples of similarities and differences between the texts as they can.</p> <p>Product: Create an annotated bibliography listing 3 or more articles for each topic.</p>
Share	Using a projector, a document camera, or butcher paper, chart students' connections between texts. What is in common between these texts? How do they differ?
Assessment	<ul style="list-style-type: none"> Distribute copies of the post-unit assessment task. Distribute copies of the assessment task's rubric. Distribute copies of the annotated bibliography template. <p>Post-unit assessment task:</p> <p>What is the role of protest or civil disobedience in a democratic society?</p> <ol style="list-style-type: none"> After reading literature, informational texts, and foundational U.S. documents, research a topic of interest. Create an annotated bibliography of texts that informs a reader about protest or civil disobedience Write a paragraph that defines protest or civil disobedience and answers the question above. Support your discussion with evidence from texts on your bibliography. Write a reflection that answers the following question: Over the course of this unit, how have I changed in my ability to 1) identify key details; 2) analyze craft and structure;

	<p>and/or 3) integrate knowledge and ideas within or across texts</p> <p><i>[Students will use the prior knowledge gained in this unit to inform their work in the Informational Essay unit that follows. Students will be writing an informational essay to answer the following questions: What is the power of an individual in a democratic society? What is at stake if we forget our American ideals?]</i></p>
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Post-Unit Summative Assessment Rubric: Tasks demonstrate student’s use of reading process and reflection in an independent performance.

	Highly Proficient	Proficient	Developing	Attempting
Identify central idea	States a complex central idea that addresses multiple meanings intended by the author.	States a relevant central idea.	States a somewhat relevant central idea.	States a central idea.
Cite evidence	Cites multiple specific details that serve as key evidence. Uses language from the text.	Cites 2 specific details. Uses language from the text.	Cites 1-2 details (general information) from text.	States general summary of text.
Explain evidence	Explains evidence by connecting evidence in multiple ways to the central idea.	Explains evidence by connecting evidence to the central idea.	Summarizes evidence or restates central idea.	States general summary of text.
Analyze craft and structure	Names craft or structure used and explains purpose or function.	Names craft or structure used and effect on reader.	Names craft or structure used.	
Integrate knowledge and ideas within and across texts	Connects ideas in two texts through analysis of craft, structure, or historical evidence.	Connects ideas in two texts to identify similarities and differences.	Makes reference to two texts sets.	
Reflective reading process	Always uses strategies before, during and after reading.	Frequently or effectively uses strategies before, during and after reading.	Occasionally uses strategies before, during and after reading.	Infrequently or never uses strategies before, during and after reading

Annotated Bibliography Template

Topic	Genre	Title/Author/URL	Description of Text
Civil Rights	Art	Norman Rockwell, "The Problem We All Live With" http://www.ringling.org/uploadedFiles/Resources/Education/Details/InSearchofNormanRockwelldocentpacketfinal.pdf	This painting was in the 1964 <i>Look</i> magazine. It portrayed the forced integration of a school with a small black child walking between four men in suits with armbands. The child was Ruby Bridges, who was the only black child to integrate William Frantz school in New Orleans.

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Additional resources (with commentary) identified by Pilot and Review Teachers from around the state

- Just an idea to grab their attention initially (with the Info Writing) - Kid President Pep Talk video from YouTube - helps reinforce the idea that even one individual can create social change/have social impact
- <http://www.cagle.com/> Database of political cartoons
- Comedy Central's web streaming is weak, but I used a clip from "The Daily Show" and "The Colbert Report" (preview them first!)
- About.com's "Funniest Protest Signs Ever": <http://politicalhumor.about.com/library/bl-funniest-protest-signs.htm?PS=660%3A27>
- One of my goals was variety, since my students have so little worldly knowledge, so my sources were all over the place (Gandhi, Vietnam, Occupy, segregation, student protests, picketing/signs, advocacy groups, civil rights movements (plural!) etc.)